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Occupational Evaluation in a Small School Setting

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OCCUPATIONAL EVALUATION

IN A SMALL SCHOOL SETTING
(TITLE)

BY

DALE L. MILLER

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1978
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

July 28, 1978
DATE

ADVISER

July 28, 1978
DATE

DEPARTMENT HEAD

AN EVALUATION OF A SMALL
SCHOOL OCCUPATIONAL
PROGRAM

BY

DALE L. MILLER

B. S., Illinois State University, 1967
M. S. in Ed., Eastern Illinois University, 1972

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS
1978

370632

During the 1976-77 school term a study to evaluate the Cissna Park, Unit Six high school occupational education program was undertaken with the cooperation of the administration, guidance counselor, citizens advisory council, and occupational teachers.

PURPOSE: The study was entered into in order to determine future goals and directions for the programs involved. The period of time in which the study was conducted showed declining enrollments in the school district as well as serious financial problems. New information was needed to provide a basis for decisions the board of education would be dealing with concerning programs and staff.

PROCESS: Areas for study were selected and following the development of a purpose statement questions were developed by the committee. These questions would serve as the basis for the study. After the determination of direction the tools were developed to accomplish the objectives and a time line established. Student and employer surveys were distributed, student evaluation forms processed, and a guidance questionnaire mailed. The results of these forms were tabulated, analyzed, and reviewed. Recommendations were made to the school board at the June, 1977 meeting.

LIMITATIONS: The study had a number of serious limitations, including limited resources, limited funding, lack of released time, and lack of top level commitment to the project. As the school year progressed

these limitations manifested themselves in several ways, including staff attitudes and loss of interest. These shortcomings did limit the overall value of the study.

SUMMARY: The end result of the study came about as a result of much hard work on the part of those people involved. It provided some answers and possibilities for future study. There were a number of tasks that could have been more thoroughly developed. Several suggestions are listed below for making such a study more meaningful and pertinent.

1. Limit your study to one year. Try to start and end with the term. If possible don't carry over into the summer months.
2. Restrict your study in scope. It is better to do a good job with a limited study than a poor one with a broad-based study.
3. Secure adequate funding and released time for the study. Teachers are busy and an added burden will not be willingly accepted by most staff members.

The study presented some alternatives for the board, administration, and staff to look at in future years. We accomplished many of the goals we set for study and fell short of others. However, the end result and final determiner of its success or failure is whether it is used or placed on a shelf in the superintendent's office to gather dust.

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CHAPTER I

INTRODUCTION

The State of Illinois occupational education program has been in operation for many years and encompasses five basic areas: Applied Biological and Agricultural Occupations, Business, Marketing and Management Occupations, Health Occupations, Industrial Oriented Occupations, and Personal and Public Service Occupations.

As early as 1919, Illinois became involved in vocational education when they approved a law complying with the Federal Vocational Education Law to help promote cooperation in the preparation of teachers in vocational areas and the appropriation of money.

Illinois public schools are required under the Illinois Program for Evaluation, Supervision, and Recognition of Schools to offer both career educational and vocational education, focusing on entry level job skills development.

An approved vocational program must meet guidelines established by the state in order to qualify for reimbursement.

A. Sequential programs:

All vocational programs are designed to move students through school in an ordered progression of course work. Typically at the ninth and tenth grade levels students enroll in an occupational orientation program in one of the five recognized areas. The orientation program offers background information and basic preparation for occupational experience programs offered at the eleventh and twelfth grade levels. The occupational experience programs include classroom activities as well as laboratory

and/or on-the-job training. Programs may be offered at the local school or students may enroll in area vocational center programs. Iroquois County has such a program. All but one county school district send students to the Iroquois Area Career Center for vocational training in one of twelve course offerings.

B. Ancillary Services:

A typical program must also provide students with guidance services designed to identify their career needs and encourage enrollment, provide students with information needed to make a career choice, to help students with specific problems while they are enrolled, provide placement services for students seeking employment or wanting to further their occupational training, and implement follow-up procedures to assist in assessing the effectiveness of the instructional program and services.

C. Personnel:

1. The local director should possess two years experience in an occupational program and one year of employment in an occupational field.
2. The local guidance coordinator should have a valid certificate as well as one year of work experience. It is important that he be knowledgeable in career guidance and that he keep current with employment needs.
3. All classroom personnel must possess the appropriate certificate and hours in their field. In addition one year's work experience in their field is desirable.

D. Funding:

Funding for approved programs at the secondary level is based upon units of credit. The basic claim is computed by multiplying the number of students, units of credit, or contact hours by the base amounts set by the state agency. In addition to the above, districts may receive added funds if they qualify according to their ability to pay, programs for disadvantaged, special organizations, such as career centers, programs for the handicapped, and if a program is being offered for the first time.

Are the programs being offered worth the funds spent? Only an effective evaluation system can answer that question. In the last ten years

evaluation procedures have received more attention than in the previous fifty years combined. Relevancy of training and accountability of funds are two primary factors responsible for this shift in emphasis.

Since the "space age" of the 1950's a need for people with technical skills has increased drastically. Federal legislation has provided funds for programs and has dictated a more precise system of evaluation.

At Cissna Park we are utilizing primarily the Illinois System of Evaluation, which is essentially a three-phase program.

The evaluation processes and results reported here were brought about by a need to study what was being done and what the future holds for Cissna Park High School.

Every day we evaluate at least part of the program in one way or another. Teachers test students, evaluate learning, plan activities, and analyze procedures. The evaluation system is designed to formalize the procedure and make it an annual, ongoing process. Without studying what we are doing and if we are meeting our goals we cannot effectively plan for the future nor determine whether our current program is successful.

CHAPTER II

THE CISSNA PARK OCCUPATIONAL PROGRAM

A major part of the high school program is devoted to instruction in the area of occupational education.

Cissna Park currently employs four teachers who instruct students in grades 9-12 in vocationally-oriented classes.

Seventeen different courses are offered in the areas of Agriculture, Business, Home Economics, and Office Skills. All high school students will enroll in at least one occupational class before they graduate.

The courses acquaint students with and develop skills that will help them gain employment or prepare them for more advanced training.

Sequential programs are established beginning with freshmen level orientation classes and progressing through senior level experience level programs.

As juniors and seniors, students may elect to attend the career center, located in Watseka, Illinois. They offer a wide variety of courses and provide specialized facilities for those in attendance.

During the 1976-77 term Cissna Park enrolled sixteen students in the career center programs. Three are enrolled in Agricultural Mechanics, two in Auto Mechanics, three in Health Occupations, three in Horticulture, and one each in Graphic Arts, Electronics, Office Occupations, Metal Trades, and Building Trades.

Without the available services of the area career center Cissna Park students would not have many of the opportunities made possible through such a facility.

During the 1976-77 term Cissna Park offered the following courses that qualified for reimbursement:

Agriculture: Ag Occupations I, Ag Occupations II, Electricity, Welding, Small Engines, Shop Crafts, Horticulture, Soil and Water Conservation, Ag Construction.

Business: Bookkeeping I, Bookkeeping II, Typing I, Typing II, Shorthand.

Home Economics: Home Economics I, Child Care, Advanced Child Care.

Iroquois Area Career Center: Offers two year programs in Auto Mechanics, Building Trades, Drafting and Blueprint Reading, Electricity and Electronics, Graphic Arts, Machine Shop, Sheet Metal, Welding, Health Careers, Ag Mechanics, Horticulture, Office Occupations, Sales and Marketing, and Child Care.

As stated earlier, a sequential program must be established. At Cissna Park courses begin with the basic orientation level classes such as Ag I and might conclude with the Career Center program in Ag Mechanics. In between course work in Ag II, Welding, and Ag Construction help strengthen the student's skills and knowledge in his chosen field.

CHAPTER III

FUNDING

Funding the local occupational program is a major obstacle in establishing quality programs. Unlike most academically oriented classes occupational courses may take much expensive equipment. Home Economics, for example, requires ranges, sewing machines, mixers, and other appliances.

A portion of the funds may be provided by the State on the following basis:

Secondary programs are reimbursed per unit of credit. Adult noncredit programs on student contact hours, and elementary information programs will be reimbursed on student enrollment.

Money is allocated on the district's relative ability to pay and the number of students involved, units of credit, or contact hours, multiplied by the base amount set by the state.

The elementary base is \$.75 and the secondary base is determined by the following scale:

Occupational Training

1A	\$50.00
1B	30.00
1C	15.00

Occupational Orientation

3	\$10.00
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Occupational Training

4	\$.75
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The course offerings at Cissna Park High School fall into the following categories:

Advanced Child Care	1B,	\$30.00
Electricity	1B,	30.00
Shorthand	1B,	30.00
Typing II	1B,	30.00
Bookkeeping II	1C,	15.00
Ag Occup. I	3,	10.00
Ag Occup. II	3,	10.00
Ag Const.	3,	10.00
Bookkeeping I	3,	10.00
Child Care	3,	10.00
Home Ec I	3,	10.00
Horticulture	3,	10.00
Small Engine Repair	3,	10.00
Soil and Water Con.	3,	10.00
Typing I	3,	10.00
Welding	3,	10.00

Based on our district's ability to pay we are at the basic grant level. Our per student assessed valuation is \$47,073.00.

Budgeting for small classes is difficult because of the expense of maintaining an occupational program.

CHAPTER IV

THE EVALUATION PROCESS

Every school program must from time to time undergo careful scrutiny by school officials. Unless we analyze what we are doing we can make no valid judgements concerning the effectiveness of the program. This report concerns itself with evaluation at two levels, local and state.

Evaluation at the state level consists of annual written reports supplied by the Local Educational Agency in the form of the One and Five Year Vocational Plan. This report includes data on enrollment in vocational classes, courses offered, sequencing, course outlines, goals, plans for the future, staff qualifications, and awareness programs. In addition schools must from time to time undergo a visitation by I.O.E. appointed personnel who evaluate the various programs and file written reports including recommendations for improving areas that appear deficient and commendations for programs that are excellent.

Additional reports and visits are filed and conducted in all areas of school operation.

The results of these evaluation help determine the local agencies status with the Illinois Office of Education.

Local evaluation occurs in conjunction with State evaluation and seperately in District conducted studies and evaluations. At the local

level we evaluate teacher performance, equipment and supply needs, discipline, finances and a multitude of other phases of school operation.

Student evaluation occurs daily in school life in many fashions. Standardized tests, teacher-made tests, quizzes, skill tests, and observation are some of the more obvious and common ones. Our main purpose for existing is to educate children and without evaluative techniques we cannot determine progress or strengths and weaknesses.

The evaluation process as it applies to the occupational program must help determine the goals and direction the program will take. It is hoped this process will give us answers to the following questions:

1. Do the classes now offered prepare students for jobs in those areas?
2. Are student's needs being served?
3. Does the guidance program provide needed occupational services?
4. Are budgetary considerations appropriate?
5. In the face of declining enrollment how can we best serve the student body and the community?

The total process will find the things we do well and those we must improve on. The end result should be a program designed to fit today's and future needs.

The eight component parts of a total occupational program and the primary goal for each are as follows:

<u>Component</u>	<u>Primary Goal</u>
Students Served	Determine the degree to which students needs, interests, and abilities are being met through the occupational programs offered by the district.

<u>Component</u>	<u>Primary Goal</u>
Occupational Programs	Determine the scope and effectiveness of the district's occupational programs.
Administrative Organization	Determine the structure and effectiveness of the occupational administrative organization.
Personnel	Determine the qualifications, working relationships, and professional development of the occupational administrative, instructional, and guidance personnel.
Objectives	Determine if objectives are developed in measurable terms and utilized in all levels of instruction.
Evaluation	Determine the effectiveness of the locally directed evaluation system.
Resources Utilized	Determine the extent and effectiveness of the utilization of external and internal resources.
Guidance Services	Determine the quality and quantity of guidance services provided to occupational students.

A total of sixteen available activities for program evaluation have been developed by the I.O.E. for use by local districts. Some that I feel are appropriate for our needs are as follows:

1. Student follow-up survey
2. Employer follow-up survey
3. Student Evaluation of Instruction
4. Assessment of Instructional Materials
5. Personnel evaluation and development
6. Facilities and equipment evaluation
7. Analysis of community resources
8. Evaluating the career information program

A timetable was established as follows:

November 1, 1976	Familiarize staff and those involved in the study with the program
January 15, 1977	Develop tools for conducting the evaluation
February 1, 1977	Begin data collection
April 1, 1977	Evaluate Data
June 20, 1977	Make recommendations to the Board of Education
September 1, 1977	Implement the continuing program for evaluation.

CHAPTER V

SELECTED ACTIVITIES

During the formulative stages of the evaluation much thought and discussion was given over to the determination of selected areas for study and the criteria to be used in developing the evaluation plan, and in the formulation of recommendations.

Due to the unstable conditions existing in the school district during the initial stages of the evaluation, and the self-imposed time limit for completion of the study, some constraints were necessary and unavoidable. Primarily our scope would be somewhat limited as we hoped to complete the study within the school term. Decisions were already being considered in the occupational areas concerning staff cuts and expenditure of funds, due to the large indebtedness of the Educational Fund and the decline of enrollment in many of the classes. In addition, little money was available for the study other than for duplicating and postage, but this was also limited. The small number of people involved and the demands on their time also meant limitations for the study.

With little money, a small, already busy committee, and a more or less forced time schedule, we began work in October on a study that, if the November tax referendum failed might be academic, and a paper exercise at best. If the referendum passed then cuts would be curtailed for the present, but information leading to future decisions would become helpful to those responsible for such decisions.

We began the study with a review of the Occupational Program at the October meeting of the Unit #6 Citizen's Advisory Council. Staff personnel discussed their programs and the purpose of the evaluation was presented. At the conclusion of the review two members were selected from the Advisory Council to serve with the staff on the Vocational evaluation team.

At the first planning sessions the discussion centered on what we would be doing and what kind of questions we intended to develop answers for. After establishing goals, direction, and a time table we began the process of developing tools, by which we would gather our data.

Initially one of the biggest tasks was locating past graduates for a follow-up survey. We went back to the classes of 1968, '69, '70, '71, '72, and '73. Questionnaires were sent to approximately half of each class. Names and addresses were gathered through the Cissna Park High School Alumni Association, and by contacting parents and relatives by telephone. This was a time consuming process, which was eased by the help of student volunteers who called, addressed envelopes, and compiled lists. They also helped sort information when replies began to come.

The response to these forms was fair, with approximately forty per cent being returned. The results were interesting and showed some areas that could be looked at as needing some consideration concerning program improvement.

Competencies involved in getting a job, and communication skills were topics that many students felt needed improvement. These rated very high with students who are now working full time or are seeking full time employment. Many of those surveyed indicated they did not feel prepared to handle the day-to-day problems centering around working with others and talking with supervisors and employers about problems.

In skill development many graduates felt they received adequate training for the job they are doing. Many firms require additional training on the job, or previous training may not be necessary. Even though the response was somewhat favorable, we recognize, as a small school, the limitations placed on us due to our size and restricted curriculum.

Almost sixty per cent of those responding felt they received little help from the guidance program in operation at that time. Most felt a need for more help in being made aware of their personal strengths and weaknesses, and help in formulating their post-graduation plans. While three-fourths of the respondents felt adequate academic education was available only one-half felt adequate vocational training was available.

We followed the Student Survey with a questionnaire for employers of Cissna Park graduates. The findings here are not conclusive and do not represent a majority of employers of graduates, however, it is interesting to look at the results. Although not objective to any significant degree the findings give us food for thought and direction for personnel.

Most felt the people hired were well prepared for the position they were employed for. The qualities most employers were looking for included initiative, accuracy, quality, and thoroughness, positive attitude toward work, and the ability to get along with others.

The areas showing the greatest weakness here included job know-how, application of technical knowledge and skills, and use of tools and equipment.

In addition to the Employer Survey sent to employers of individual graduates, a second form was sent to local businesses regarding requirements they might have for hiring people. This would include qualifications, previous training, and skills desired.

Previous training was not extremely important, but some knowledge of bookkeeping, skill with a variety of tools and materials, and salesmanship were pointed out as being desirable.

Locally over ninety per cent of Cissna Park graduates hired by local employers work at an acceptable level according to information received during the study.

To help determine the quality of student services, a questionnaire was formulated and mailed to graduates of the classes of 1971, '72, and '73. A random sample selected and approximately sixty surveys mailed. Of those mailed, responses were received from twenty-five per cent, thus limiting the validity of the results. However, indications of strong and weak areas surfaced and helped give us direction for future action.

Those who took time to respond indicated they felt the guidance program achieved the goals listed in the questionnaire. They are as follows:

1. Provide career information and direction
2. Help students with social and emotional adjustments
3. To aid course selection relative to the student's future plans
4. To aid in curriculum changes and improvements
5. To provide information concerning post-secondary training, education, and financial aid

Eighty-six per cent felt the guidance counselor's job was important and should be left intact (It has been cut to a half-time position for 1977-78.). This sentiment is not shared by some in the community who feel the position is a waste of tax payers money.

Additional positive areas focused on access to vocational and post-secondary educational opportunities, conferences with the counselor,

openness of the counselor, and encouragement to investigate requirements for occupations under consideration by students.

There were also areas that fell short of desirable levels. Most felt they did not receive adequate help in examining their abilities, interests, and personalities as they may affect their future.

Other areas where improvement may be needed are:

1. Inadequate materials on available occupations
2. Parents are not given sufficient opportunities to discuss their child's educational and occupational goals
3. Achievement test results have little affect on career selection

In summary it would appear we are doing an adequate job in many areas, especially in personal counseling. But, it is obvious much work remains to be done. A good public relations program is needed to inform the public, parents, and students of available services, and what the counselor can do for them.

The following weaknesses need to be corrected or improved if we are to have a strong student services program:

1. Most urgent
 - a. The testing program has not proven effective in helping students, especially in vocational areas.
 - b. The counselor has not helped students examine their interests and abilities.
2. Need Improvement
 - a. Parents must be provided with an opportunity to discuss students educational and occupational plans.

- b. Improve communication between counselor and the parent.
- c. More guidance is needed in helping students select subjects while in high school.

The student body was given an opportunity to help evaluate the occupational program when they were asked to complete a "Student Evaluation of Instruction" form. Students in all occupational classes were asked to respond to twenty-five questions ranging from teacher appearance to methods of instruction. The results gave teachers insight into how students view them and feel about the job they are doing.

Weaknesses of the program as they appear to the student enrolled in the classes are as follows:

1. Students are not allowed much input in helping keep things running smoothly. When the instructor plans activities or establishes rules for class they seldom consult with the student. Students are more likely to become involved and accept guidelines if they help develop them.
2. Students are not allowed to repeat activities they don't do well on during the initial learning process. Learning is for most of us a matter of repeating tasks until we can successfully incorporate it in our everyday lives.
3. Individual help is needed for many students.
4. Teachers must make classes interesting enough so students enjoy coming and getting involved in the course work. Electives must meet students needs or enrollment and programs will deteriorate.

Strengths as viewed by the student body:

1. Teachers know their subject and are able to convey their knowledge to students in general.
2. Teachers regularly evaluate work and tend to grade fairly.

3. The material presented relates to the world of work as experienced by those taking the classes.
4. For the most part teachers enjoy teaching and keep up to date in their subject areas.

In summarizing the feeling of most students toward the vocational program one could say it is generally positive. However, improvement is needed in the area of individualization and motivating students.

Much of this could be accomplished through working more closely with students in planning, evaluation, and helping students correct their weaknesses on a one-to-one basis.

With an experienced staff it is easy to let things get into a rut. We need to look at ourselves from the other side of the desk and continually work to improve upon what we see.

CHAPTER VI

PROBLEMS ENCOUNTERED

During the course of the evaluation we encountered several problems and set backs which I'll attempt to discuss here. Much can be learned from the roadblocks found in such studies. It makes us look closer at what we are doing and do a better job of analyzing our needs. Others can benefit by considering possible pitfalls in the planning stages, hopefully eliminating such problems from the actual process.

Unit #6 was faced with the prospect of passing a referendum in the education fund or make drastic cuts in programs, including occupational classes and staff. Conducting a study under those conditions was a negative factor as any recommendations made might be disregarded totally in light of the financial situation. In addition staff whose jobs might be on the line were apprehensive about beginning such a study at that time, not knowing what the consequences might be. The timing of the study was bad because so much attention was given to the referendum and attempts to successfully pass it. The staff also felt the study would probably show a need for increased expenditures as budgets were very restrictive. We all knew this was unlikely to happen with current philosophies on spending.

No funds were made available for the study other than limited postage and use of the duplicating machines and secretary. This restricted the number of graduates we could contact and prevented us from acquiring consultant services.

No released time was allowed for the study, nor extra pay for extra work. In our situation the teachers involved were busy with other school related activities. One was a coach, another F.F.A. sponsor, and one F.H.A. sponsor. All were class sponsors as well. Evenings were hard to come by during the Winter sports season for all of us. As a result during the busiest months we did not meet on a regular basis. Released time for personnel can be important because it adds emphasis to the study, makes those involved feel more positive toward their efforts, and does not necessitate scheduling evening meetings. Giving staff released time can be a morale booster and provide incentive to work.

In going to the Citizen's Advisory Council we hoped to involve them in the project. The response was not overly encouraging as only two members volunteered their services in working on the evaluation team. The other members seemed hesitant to participate. Apathy, lack of time, or lack of understanding of the occupational program are primarily responsible for this lack of interest. As often is the case citizens advisory councils are not extremely active. People will serve generally if there are specific problems to solve or projects to work on. At this time during October of 1976, we were spending much time working to pass a tax referendum.

Time was another serious limitation placed on the team. In looking back it is possible we did not allow enough time for the study forcing us to overlook some problem areas and not go into enough depth on others. Our other option would have been to reduce the scope of the study and attempted to include fewer areas. Ten months were allowed for the actual study and preparation of recommendations.

Perhaps the greatest problem of all concerned staff morale. All the factors listed above helped contribute to a gradual decline in staff morale. We started off with serious limitations which would effect us all the way through the study. As we progressed there were other problems develop that continued to harm staff morale.

In planning such a program it would help to receive assistance from the administration in the following areas:

1. A commitment for funds to help in postage, duplicating, consultant services if desired, and possible dinner meetings, substitute teachers, and mileage for travel.
2. Released time for staff to plan and develop the evaluation system.
3. Allow enough time to complete the study as planned.
4. Help from interested lay people can be an asset.
5. Receive help from the Superintendent and Board of Education plus a commitment that all recommendations will be seriously considered.
6. Support of the staff is a must. Their enthusiasm can make or break the study.

CHAPTER VII

LOG OF ACTIVITIES

August, 1976

In August I began developing procedures and guidelines for conducting the evaluation of our occupational program. (In early Spring we began talking about the feasibility of such a study. At that time I talked with Ken Knell, our regional director for vocational education, our superintendent, and the staff as to the prospects of conducting an evaluation program.)

September, 1976

1. Week of Sept. 6. I met with the staff and began discussing the proposed study and ideas concerning a student follow-up questionnaire.
2. Week of Sept. 13. I called Ken Knell, Region 4 Director, to discuss programs and materials that might be available and helpful in carrying out an evaluative study of our program.
3. Week of Sept. 27. We received some material from the county office made available by the state for evaluating occupational programs. These "Locally Directed Evaluation Kits" contain booklets, filmstrips, and cassette tapes on the various activities and procedures one might utilize during the evaluative process.

On Friday, September 30, I attended a workshop at the Urbana Holiday Inn on locally directed evaluation. Tim Wentling and Ron Zavacki, developers of the materials and Ken Knell took us through the materials they have been organizing and piloting for the Illinois Office of Education for several years.

The workshop came at an opportune time because it clarified several points concerning the formulation of an evaluation plan, explained how materials could be utilized, helped acquaint me with the program, and I received copies of all the materials in written form.

October, 1976

1. Week of Oct. 4. The staff met to discuss the evaluation plan and to review what we would do at the Oct. 14 Citizen's Advisory Council meeting. At this time we will review the occupational program and ask for assistance.
2. Week of Oct. 11. We met with the Advisory Council. The staff reviewed the programs, answered questions about the program and study. Two members offered to help with the study.
3. Week of Oct. 18. We held a meeting Oct. 19 at 6:30 P.M. to begin formulating the evaluation plan for Cissna Park.
4. Week of Oct. 25. We met Tuesday, Oct. 26 and developed a purpose statement and scope. Essentially this phase of the program included goals and objectives. It also established limits within which we would have to operate.

November, 1976

1. Week of Nov. 1. Met Tuesday, Nov. 2 to develop a set of key questions we wished to ask concerning the results we desired. Twenty-four questions were selected to be included in the study.

On Wednesday information on the first series of meetings was typed, duplicated, and distributed for a meeting to be held that Friday. Selected activities for each question were included.

On Friday, November 5, the committee met during the afternoon and began selecting activities we felt would help us answer the previously selected questions. At this time we began formulating surveys, set tentative deadlines, and began gathering information on past graduates. Each member of the committee was made responsible for at least one selected activity.

2. Week of Nov. 8. Each teacher began working on a specific task to develop evaluative tools.

With the help of student volunteers and the Cissna Park Alumni Association addresses for graduates of classes 1968-73 were collected.

3. Week of Nov. 15. Student follow-up surveys were mailed to a random sample of graduates. A student services questionnaire was mailed to graduates of the '71, '72, and '73 classes. (The current guidance program was not in operation prior to that time.)

December, 1976

1. Week of Dec. 6. Met with each teacher to discuss their responsibilities. On December 8, I met with our lay members to work on an employer survey.
2. Week of Dec. 13. Employer Surveys were completed and a January 1, 1977 deadline for mailing was set.

January, 1977

We began compiling data and evaluating preliminary results. At this time we slacked off and did not work much on the study as most of those involved were busy with other contractual obligations and meeting time became almost impossible to find.

February, 1977

1. Week of Feb. 14. The committee met to discuss progress and look at the results of our efforts to date.
2. Week of Feb. 21. A preliminary report was presented at the regular meeting of the Unit #6 Board of Education.

March, 1977

We continued to collect data and catagorize it for the development of recommendations.

April, 1977

The committee met to formulate recommendations to be presented at the June meeting of the school board.

June, 1977

Recommendations were presented to the Board of Education on Monday, June 27, 1977.

CHAPTER VIII

RECOMMENDATIONS

The following recommendations concerning the Cissna Park High School Occupational Program were made following a year long study by staff, administration, and members of the Citizen's Advisory Council.

Results are based on student follow-up survey, student evaluation of instruction, employer surveys, student career awareness survey, and a review of the facilities and financial needs.

If adequate financing can be obtained the following items should be considered for implementation.

1. Provide increased funds for occupational education.
 - a. In recent years little money has been spent on occupational education to maintain and develop programs.
 - b. Increased costs will require additional funds.
 - c. Up-dating of programs will make expenditures for new equipment necessary.
 - d. A rotating schedule for replacement of costly items such as electric typewriters, ranges, power tools, and furniture should be begun soon.
2. Begin a study of the Agriculture Program beginning 1977 School term for the purpose of developing a curriculum consistent with today's needs and world of work, focusing on Ag related occupations. Tentative implementation 1979 term.
3. Implement the Occupational Evaluation system under the direction of the Guidance person.

4. Institution of an Interrelated program for 1978 with a qualified co-ordinator, classroom instruction, and careful monitoring of activities. A minimum of 1 period release time for the co-ordinator would be necessary.

If the Board of Education feels adequate funding cannot be attained for the occupational program then serious consideration must be given to a total change in curricular offerings and philosophy.

1. Develop a program providing basic knowledge in occupational areas culminating in career education and junior college programs. A skill oriented program cannot be effectively built on limited funding, limited facilities, and declining enrollments. Therefore we must rely on institutions that can do the job and not be deceived into thinking we can maintain a skill-oriented program for our students on a competitive level with larger schools.
2. Discontinue grade eight vocational exploration program and replace it with a broader career awareness program taught by junior high staff.
3. Create an occupational exploration program at the freshmen level including units in Ag and Industrial related occupations, Business, Marketing and Management, and Home Ec and related areas.
4. Sophomore level courses will be geared to more concentrated study in knowledge-based courses of study.
5. Junior level and Senior level courses will utilize the I.A.C.C. for skill development.
6. Seniors may participate in an approved Interrelated Program.
7. Drop the sophomore typing requirement.

Utilize teacher visitation day and two in-service days to study programs at Parkland Junior College in regards to:

1. Co-ordination of subject matter in academic and occupational areas.
2. Suggestions for course content and requirements.

3. Familiarization of programs.
4. Entry level skills desired of incoming freshmen at Parkland.

CHAPTER IX

SUMMARY AND CONCLUSION

There is no question of the great value and need for occupational education in our schools. However, many programs are basically the same concerning curriculum as they were twenty years ago. With improvements in technology, new jobs available to graduates, the growth of vocational schools for juniors and seniors, and the larger numbers attending junior colleges, occupational programs need to look at today's world of work and adapt their programs accordingly.

The financial squeeze on many school districts is forcing them to look at all their programs and the need to cut staff, programs, and budgets. Declining enrollments in many school districts have resulted in staff and program cuts in occupational programs as well as other programs.

It is imperative that evaluation take place on a regular basis in order that sound decisions concerning the curriculum can be made by the administration and the Board of Education. Many people are looking at their schools with a discerning eye toward fiscal responsibility and program development.

In the study conducted by the staff at Cissna Park High School two areas of concern entered into the study and greatly influenced the direction and outcome. As of June 30, 1977, the district had a deficit in the Education Fund of approximately \$300,000.00, and the enrollment in grades 9-12 has been reduced by twenty per cent in the last three years. In

addition one fourth of our juniors and seniors are attending classes at the area career center. We have been faced with rising costs per student and a mounting deficit, and as a result, need to assess where we are and where we want to go in the next five to ten years.

In recent years the Board of Education has expressed concern over the occupational program and curriculum. The attitude that change is needed is prevalent in their thinking.

We attempted in our study to answer many of their questions as well as questions the staff provided. The recommendations presented to the Board reflects those questions and the responses developed from them.

A variety of tools were used to conduct the study, including surveys of graduates, present students, and business people. The analysis of these surveys provided much of the information used in the study.

In conclusion the experience was good from a learning stand point, and the recommendations valid from the team's viewpoint. However, there is much more that could be done and many things that could be done differently. These fall into three categories; time, personnel, and money.

Either more time should have been allowed for the study, or a less comprehensive study undertaken. We simply ran short of time, and instead of resetting goals and priorities, we moved ahead, mainly because the Board of Education was in the process of making some decisions on curriculum and the information and data we were collecting could be of significant help in making those decisions.

Secondly, the people involved were being asked to increase their work load without compensation and additional help was needed as well. As is the case in many small schools each occupational department consists of one

person. This made their job significantly more difficult in working with the evaluation. .

Money was a problem because none was allowed for the study other than for some postage. Funds could have been made available for materials, workshops, extra pay, and consultant services. Money could have been well spent in those areas.

It is my feeling that a true test of any evaluation is to what degree the recommendations are utilized by the Board of Education and administration. In our situation the next two years will determine a great deal as to what direction our program will move. It is also a certainty that effective evaluation continue as a vital part of the occupational education program.

APPENDIX

FORM I

THREE YEAR FOLLOW-UP SURVEY CLASS OF _____

Name _____ Date _____

Address _____ Phone _____

1. _____ in school full time (if checked go to question 3)
- _____ in school part time (if checked go to question 3)
- _____ in military service (if checked go to question 4)
- _____ housewife (if checked answer question 5 only)
- _____ unemployed (if checked answer question 5 only)
- _____ employed part time (if checked go to question 2)
- _____ employed full time (if checked go to question 2)

2. For those employed:

A. Employed by _____
(Name of Company) Street City State Zip

B. Date employed by present company _____

C. Present job description _____

D. Name of immediate supervisor _____

E. In general, how much help was your high school occupational training in the following areas:

	none	little	some	much
a. Knowing how to use tools & equipment	_____	_____	_____	_____
b. Knowing what one does in this kind of job	_____	_____	_____	_____
c. Using time and energy productively	_____	_____	_____	_____
d. Finding needed job related information	_____	_____	_____	_____
e. Being able to talk to the boss about job problems	_____	_____	_____	_____
f. Getting along with the customer, being patient, and so on	_____	_____	_____	_____
g. Getting along with other workers	_____	_____	_____	_____
h. Understanding union membership	_____	_____	_____	_____
i. Handling new or unpleasant situations	_____	_____	_____	_____
j. Applying for a job	_____	_____	_____	_____
k. Interviewing for a job	_____	_____	_____	_____

3. For those continuing their education:

- A. Name of school _____
 Address _____ Date entered _____
- B. Area of study _____
- C. Name of teacher in major area _____
- D. Please rank the following instructional activities in terms of how you learned the best in high school: 1 (most effective) 7 (least effective)
- | | |
|-----------------------------|-------------------|
| _____ Lecture | _____ Reading |
| _____ Demonstrations | _____ Homework |
| _____ Work Book Assignments | _____ Term Papers |
| _____ Project activities | |

4. For those in the service:

- A. Which branch are you in _____
 Enlisted when _____
- B. Present job title _____
- C. Name of immediate supervisor _____

5. For everyone:

- A. How would you rate the value of the help which you received from the counselors in choosing a career?
- | |
|--|
| _____ High--They helped me as much as I needed |
| _____ Average--They helped me some |
| _____ Low--They didn't help me at all |
- B. Was adequate academic education available? Yes _____ No _____
 If no, what should be added: _____

- C. Was adequate vocational training available? Yes _____ No _____
 If no, what should be added: _____

- D. Cissna Park High School has my permission to obtain data regarding my performance on the job or in the classroom from my immediate supervisor or academic instructor.

 Signature of graduate

FORM 2

CISSNA PARK COMMUNITY UNIT DIST. 6

STUDENT SERVICES QUESTIONNAIRE

Yes	No	Don't Know	
___	___	___	1. Did your counselor help you to consider information about yourself as it related to your educational and occupational plans?
___	___	___	2. Were you encouraged to investigate the personal and educational requirements for occupations you were considering?
___	___	___	3. Did you have conferences with your counselor concerning your educational and occupational plans?
___	___	___	4. Did your counselor help you to understand the meaning of your standardized test scores?
___	___	___	5. Do you feel the informational materials you wanted and needed to know about the various occupations were adequate in our school?
___	___	___	6. Did you have access to the occupational information files and books in our school?
___	___	___	7. Did you have access to the information you wanted and needed about special schools and colleges offering post-high school education?
___	___	___	8. Did your guidance department provide your parents an opportunity to discuss your educational and occupational plans?
___	___	___	9. Did you have the opportunity to discuss with your counselor various approaches to solving problems with which you had been faced, if you wished?
___	___	___	10. Have your parents ever talked with your school counselor?
___	___	___	11. Were you helped to plan the subjects and activities you needed and wanted to take while in high school?.

Yes	No	Don't Know	
___	___	___	12. Could you talk about your real feelings about things with your school counselor? If not, why?
___	___	___	13. Have your ability and achievement test results been helpful to you in your educational and occupational planning?
___	___	___	14. Has a counselor helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?
___	___	___	15. Have you been satisfied with the course selections you made?
___	___	___	16. Have you received information regarding financial aid and scholarships from the guidance office?
___	___	___	17. Do you feel that knowing the results of these tests (achievement, skills and aptitudes, and interests) has helped you decide what you want to do?
___	___	___	18. Do you think the guidance counselor's job is an important one?
___	___	___	19. If you had conferences with the guidance counselor, do you think they were helpful?

The goals for the guidance program are:

1. Provide career information and direction.
2. Help students with social and emotional adjustment.
3. To aid in course selection relative to the student's future plans.
4. To aid in curriculum changes and improvements.
5. To provide information concerning post-secondary training, education, and financial aid.

Do you think our services toward achieving this goal have been:

Very adequate _____
 Adequate _____
 Inadequate _____

Comments:

FORM 3

EVALUATION OF EMPLOYEE'S HIGH SCHOOL
PREPARATION FOR EMPLOYMENT
CISSNA PARK COMMUNITY UNIT DISTRICT SIX

To the Employer or Supervisor of: _____
Employee's name

1. In what capacity are you related to the employee named above?

1. ☐ Employee 2. ☐ Supervisor 3. ☐ Other _____
(Write in)

2. What is the title of the job for which this employee is hired?

(Job Title)

3. In the following aspects of employment, how well prepared was the employee named above for the job which hired? (Circle the number below the answer.)

	Not at all	Poorly	Somewhat	Well	Does not Apply
1. Job know-how, application of technical knowledge and skill	1	2	3	4	5
2. Use of tools and equipment	1	2	3	4	5
3. Selection and care of space, materials, and supplies	1	2	3	4	5
4. Quality of work, ability to meet quality demands	1	2	3	4	5
5. Quantity of work, output of satisfactory amount	1	2	3	4	5
6. Cooperativeness, ability to work with others	1	2	3	4	5

	Not at all	Poorly	Somewhat	Well	Does not Apply
7. Accepting advice and supervision	1	2	3	4	5
8. Dependability, thorough completion of a job with supervision	1	2	3	4	5
9. Initiative, doing jobs that need doing	1	2	3	4	5
10. Attendance, reporting for work regularly	1	2	3	4	5
11. Appearance, presenting a business image	1	2	3	4	5
12. Adaptable to new situation	1	2	3	4	5
13. Being able to talk to the boss about job related problems	1	2	3	4	5
14. Serving the public, patient, etc.	1	2	3	4	5
15. Safety habits, minimizing chance for accidents	1	2	3	4	5

How would you rate the suitability of the employee previously named for the kind of job held? (Check the box that applies.)

1. ☐ Exceptionally able
2. ☐ Well
3. ☐ Acceptable
4. ☐ Poorly
5. ☐ Not at all

Below is a list of personal qualities and job skills. Check the box before the three you consider most important for a person entering the job held by the previously named employee.

1. ☐ Ability to get along with others--other workers, customers, patients
2. ☐ Initiative
3. ☐ Positive attitude toward work

4. ☐ Appearance and grooming
5. ☐ Judgment--ability to make decisions, ability to plan and organize
6. ☐ Competency in using job tools, machines, and materials
7. ☐ Dependability
8. ☐ Accuracy, quality, and thoroughness
9. ☐ Attendance and punctuality
10. ☐ Work quantity
11. ☐ Other _____

Use the bottom or the back of this sheet for other suggestions concerning high school occupational training.

FORM 4

EMPLOYER SURVEY
Cissna Park Community Unit Six

1. What personal needs do you have for your business?
(Circle the answer to questions below)

Yes No Some

- | | | | | |
|---|---|---|----|---|
| 1 | 2 | 3 | A. | Is previous training necessary for potential employees? |
| 1 | 2 | 3 | B. | Is previous experience necessary for potential employees? |
| 1 | 2 | 3 | C. | Is on-the-job training available? |
| | | | D. | Training in which of the following occupational areas would be desirable for an employee to have.
(Check in the blank those that apply.) |

- | | | |
|-------|-----|---|
| _____ | 1. | Bookkeeping |
| _____ | 2. | Typing |
| _____ | 3. | Shorthand |
| _____ | 4. | Electricity |
| _____ | 5. | Welding |
| _____ | 6. | Knowledge and skill
with tools and a
variety of materials |
| _____ | 7. | Small engine repair |
| _____ | 8. | General Agriculture |
| _____ | 9. | Sewing |
| _____ | 10. | Foods |
| _____ | 11. | Child Care |
| _____ | 12. | Interior Decoration |
| _____ | 13. | Health Care |
| _____ | 14. | Horticulture |
| _____ | 15. | Salesmanship |
| _____ | 16. | Other: list below |

2. If you have hired graduates of Cissna Park High School, how would you rate their performance and training?

Excellent	Good	Acceptable	Poor	Not at all	
1	2	3	4	5	(1) high school training
1	2	3	4	5	(2) job skills
1	2	3	4	5	(3) ability to cope with job related problems
1	2	3	4	5	(4) Attendance and punctuality
1	2	3	4	5	(5) dependability
1	2	3	4	5	(6) quality of work
1	2	3	4	5	(7) safety habits
1	2	3	4	5	(8) initiative
1	2	3	4	5	(9) application of skills
1	2	3	4	5	(10) ability to work with others

- yes no maybe 3. Could you provide a station for a student if a work-study program were available? (Circle one)

COMMENTS: Additional comments concerning high school occupational education may be written below.

FORM 5

PRE-GRADUATION FOLLOW-UP QUESTIONNAIRE
CLASS OF 197_

As a graduating senior you can help evaluate the job Cissna Park High School has done in preparing you for the world of work or continuing education.

This is a questionnaire which is very important. In future years, we will want to maintain a contact with you through follow-up studies, so please be accurate in writing the information requested.

Try to give your honest opinion on all the questions. You will not be reprimanded for sincere criticism. This is a chance for you to help improve your high school.

1. Name _____
2. Parents' Name _____ Phone _____
3. Parents' Address _____
4. Name of relative that can be contacted in Cissna Park if you move?
Name _____
Address _____ Phone _____
5. List Vocational Courses that you have taken during high school:
A. _____ E. _____
B. _____ F. _____
C. _____ G. _____
D. _____ H. _____
6. Do you plan to continue your formal education this summer or next fall?
____ Yes _____ Full-time
____ No _____ Part-time

If answered yes, Name of School _____

Type of School _____

Area of Specialization _____

7. Have you accepted employment for this summer or next fall?

_____ Yes _____ Full-time

_____ No _____ Part-time

If answered yes, Name of firm _____

Address of firm _____

Title of position _____

If answered no, do you plan to seek employment for this summer or next fall?

_____ Yes _____ Full-time

_____ No _____ Part-time

If answered yes, type of position desired: _____

8. Which high school courses or experiences have been most valuable to you?

9. What suggestion do you have for improving our school?

FORM 6

CISSNA PARK COMMUNITY UNIT DIST. 6

CISSNA PARK, IL

Dear

May I ask you a favor. They tell me that if you want a job done right, ask a busy person, and he or she will do it--right now!

We are interested in knowing how you feel about your high school education. This will help us better plan to meet the needs of our students which may include your brothers, sisters, or other relation.

Enclosed is a questionnaire which you can check off the answers in a matter of a very few minutes. Stick the filled-out questionnaire in the self-addressed envelope, and drop it in the mail.

Your reply will be kept strictly confidential and will be used to improve the occupational courses offered in your school.

You will be making a real contribution by your reply. Please respond by

Thank you so much for your help.

Sincerely yours,

Enclosure:

FORM 7

Cissna Park Community Unit #6
Cissna Park, IL

Dear Sir:

We need your help. We are currently conducting a study to evaluate the effectiveness of the business training we offer to Cissna Park High School students. As an employer of our former students, we would like to ask a favor of you.

We have enclosed a short evaluation form which we hope can be filled out in a very few minutes. No employer, employee, or supervisor will be identified in the results of this study, and all responses will be kept in complete confidence.

By your answers, we hope to identify the strengths and weaknesses of our present business training programs.

You will be making a valuable contribution to the improvement of the training of future business students. Please return the completed questionnaire and mail it to me by January 14, 1977.

Thank you so much for your help.

Sincerely yours,

Dale L. Miller, Principal
Cissna Park High School

FORM 8

Teacher _____

Respond to each item frankly. Mark one response per item.

SA = Strongly Agree A = Agree N = Neither Agree nor disagree

D = Disagree

SD = Strongly Disagree

1. SA A N D SD The teacher makes certain that everyone can see and hear.
2. SA A N D SD The teacher is neat and orderly.
3. SA A N D SD The teacher knows (his) (her) subject.
4. SA A N D SD Students know that the teacher is boss.
5. SA A N D SD Students help to keep things running smoothly.
6. SA A N D SD The teacher evaluates my work.
7. SA A N D SD The teacher uses examples from personal work experience.
8. SA A N D SD The teacher likes to teach.
9. SA A N D SD The teacher and course materials are related to today's world of work.
10. SA A N D SD The teacher answers questions thoroughly.
11. SA A N D SD The teacher seems to keep up to date on developments in our field.
13. SA A N D SD The teacher assigns no work I can do.
14. SA A N D SD The teacher grades fairly.
15. SA A N D SD New topics are introduced in exciting ways.
16. SA A N D SD The teacher seems to know me personally.
17. SA A N D SD The course contributes to my personal growth.
18. SA A N D SD I look forward to coming to this class.
19. SA A N D SD The teacher is always helping someone.

- 20. SA A N D SD Students have a voice in classroom affairs.
- 21. SA A N D SD The teacher respects students.
- 22. SA A N D SD This course will help toward entry into a job.
- 23. SA A N D SD The teacher summarizes key points.
- 24. SA A N D SD The teacher plans for me.
- 25. SA A N D SD The teacher seems to enjoy the course.

FORM 9

OCCUPATIONAL EDUCATION EVALUATION PLAN
Cissna Park Community Unit #6

Purpose: In order that we may effectively determine the outcome of our occupational program in terms of content, facilities, equipment, expenditures, and student services, the following purpose statements are presented:

1. To improve occupational offerings.
2. To gather sufficient data to inform the public of outcomes of educational expenditures.
3. To provide sufficient data to aid the instructional and administrative staff as well as the Board of Education in their decision making functions.
4. To assess occupational supply and demand information in relationship to community needs.
5. To determine staff inservice needed for program improvement.
6. To determine how well orientation courses prepare students for training level courses.
7. To determine the effectiveness of student services.

Key Questions:

- (6) 1. Is the present curriculum compatible with student interest?
- (6) 2. Are students interested in present courses?
- (7) (8) 3. Do we have adequate facilities and equipment and materials available for quality programs.
- (15) 4. What are the cost and benefit measures for programs?
- (15) 5. What were the costs per student for the last 5 years in each department?

- (9) 7. Do educational plans reflect the concerns of staff?
- (3) 8. What are employer's impressions of training received by employees trained by our institution?
- (9) 9. Is the Board of Education aware of programs, needs and mandates?
- (3) (16) 10. What are the personnel needs for various occupations within the community?
- (6) 11. What are the career interests of students within the educational agency?
- (16) 12. What resources exist in the community for offering career programs?
- (6) 13. Can instructors better structure their daily plans to focus on individual student career interests?
- (11) 14. Do school programs reflect the needs of our students in respect to the current world of work?
- (11) 15. What are the strengths and weaknesses of the staff in occupational areas?
- (4) 16. How do students evaluate the instruction they receive?
- (11) 17. What are staff needs for inservice training?
- (9) 18. How realistic are our educational improvement plans?
- (9) 19. Are courses sequentially structured into programs?
- (2) 20. What do former students think about the training they received while attending the local school?
- (2) 21. Are students employed in the area for which they were trained?
- (3) 22. How do employer's rate students coming from a training program as compared to those who did not go through such a program?
- (5) (10) 23. Are our student records complete and accurate?
- (5) (10) 24. Is our student testing program broad enough in scope?

Resources:

Constraints:

<u>Activities:</u>	<u>Leaders</u>	<u>Target Dates</u>	
		<u>Begin</u>	<u>End</u>
2, 3, 4, 5,			
6, 7, 8, 9,			
10, 11, 15,			
16			

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